



Activity Guide

800-788-1121

Wolves

This Live Oak Readalong can be correlated to the following Common Core State Standards (CCSS):

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core State Standards:

RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.

W.2.3: Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

RF.3.3.c: Decode multisyllable words.

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.7: Conduct short research projects that build knowledge about a topic.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.NBT.A.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

BEFORE LISTENING

About the Story

People have always been fascinated—and scared—by wolves. This book answers questions about how wolves communicate, work and play together, and raise their young. It focuses on what and how they eat. It describes why wolves are endangered, and explains how people are helping to save them.

Activate Prior Knowledge/Build Background

Ask children if they think wolves are scary or beautiful – or both. Encourage them to explain their answers. Tell them that this book will give them information about what wolves are really like, and whether people should be afraid of them.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking

CCSS: RI.2.1, SL.2.2; RI.3.1, RI.3.2, SL.3.2, SL.3.3

Ask children the following questions about the book. Call on volunteers to respond orally.

- What are the two kinds of wolves?
- To what animals are wolves related?
- What is an alpha wolf?
- How do wolves 'talk' to each other?
- How are wolves similar to humans? (*Compare and contrast*)
- Why do you think people were afraid of wolves? (*Draw conclusions.*)
- Do you think the wolf species should be saved? Why or why not? (*Express opinions*)

Vocabulary

CCSS: RI.2.4; RI.3.4, RF.3.3.c

Write these vocabulary words and definitions on the chalkboard. Ask volunteers to draw lines matching each word to its definition.

ancestors	animal victim
territory	give information
boundaries	forefathers
prey	destruction
communicate	land or region
extinction	capable
efficient	border or limit

Social Studies: Wolf Neighbors

CCSS: W.2.7; W.3.7

Help children find out whether wolves live in their area now, and whether they lived there in the past. Children can use reference books or the Internet for their research. If wolves used to live nearby, have children find out what happened to the wolves. If they have never lived nearby, children can determine the closest place where wolves once did live.

Math: Wolf Numbers

CCSS: W.2.7, 2.NBT.B.5; W.3.7, 3.NBT.A.2

Help children find out how many wolves there were in the United States at some point in the past. Then find out approximately how many wolves there are now. Have children use subtraction to determine how many more wolves there once were than there are now.

Science: Other Wild Dogs

CCSS: W.2.7; W.3.7

Have books available so children can find out about other wild dogs, such as the fox, coyote, or dingo. Children can report to the rest of the group on where the wild dogs live, what they eat, and how they behave.

Language Arts: Wolf Stories

CCSS: RI.2.9, W.2.3; RI.3.9, W.3.3

Ask children if they can think of a popular story that has a wolf in it, besides the ones that the author mentions in the book. Children may suggest The Three Little Pigs or The Boy Who Cried Wolf. Ask volunteers to tell the stories and talk about how wolves are portrayed in them. Encourage children to work in groups to rewrite the stories, making wolves less villainous.

On the Internet: Fascinating Wolf Facts

CCSS: W.2.7; W.3.7

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.

Have children use the search word wolves to find websites that reveal facts about these animals. Have each child write down one interesting fact about wolves that is not in the book.